DOCUMENT RESUME

ED 243 807 SP 023 708

AUTHOR Walker, John H.; Kozma, Ernest J.
TITLE The Use of a Policy Process Model to Analyze Implemented Educational Policy and Predict Future Policy Developments.
PUB DATE [82]
NOTE 45p.; Flow chart has small print.
PUB TYPE Reports - Descriptive (141) -- Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Basic Skills; Beginning Teachers; *Educational Policy; Elementary School Teachers; Evaluation Criteria; *Evaluation Methods; Futures (of Society); Higher Education; Secondary School Teachers; Standardized Tests; *State Legislation; *State Standards; *Teacher Certification; *Teacher Education; Teacher Evaluation; Teaching Experience
IDENTIFIERS *South Carolina Educator Improvement Act

ABSTRACT

A process policy model that contains a broad range of categories and matrices that can be used to generate questions is used to analyze the development and application of selected segments of the South Carolina Educator Improvement Act. This act is a comprehensive legislative endeavor to upgrade public education in South Carolina. This paper analyzes, in chart form, four policies that were the result of this act. Policies evaluated include: (1) basic skills test for undergraduate education majors; (2) one semester of student teaching and state mandated system of teacher evaluation; (3) passing score on the National Teacher Subject Area Examinations; and (4) statewide evaluation of experienced teachers and the contract system. The process policy model is also used to predict future trends in teacher education and certification. The appendix, prepared by the South Carolina Department of Education, provides an analysis of Act #187 to provide for the training, employment, and evaluation of public educators. This analysis contains three parts: (1) definition of terms; (2) flow chart for teacher employment and evaluation; and (3) a listing of responsibilities assigned to boards, agencies, school districts, and individuals. (JMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED243807

THE USE OF A POLICY PROCESS MODEL TO ANALYZE IMPLEMENTED EDUCATIONAL POLICY AND PREDICT FUTURE POLICY DEVELOPMENTS

Dr. John H. Walker
Dr. Ernest J. Kozma

Introduction 1

Description of Policy Process Model 2

South Carolina Educator Improvement Act 7

Policy

- Basic Skills Test 10
- One Semester of Student Teaching 12
- NTE Examinations 14
- Statewide Evaluation of Experienced Teachers and Differentiated Contract System 16

Policy Process Model and Prediction 18

Bibliography 20

Appendix 21

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ernest J. Kozma
John Walker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SP023 708

INTRODUCTION

Our interest in developing a presentation on the use of a policy process model to analyze and predict teacher education and certification policy evolved out of several observations that could be made about this area of public policy.

First, there is a very high level of interest and activity regarding teacher education and certification policy. The quality of current and prospective teachers occupies center stage in the current debate over public education in the United States. Consequently, policy solutions that will result in a higher quality of teaching staff for public schools is a priority agenda item in most of the states.

Second, development of policy relating to teacher education and certification involves many parties with diverse and frequently conflicting interests. Politicians who possess legitimate decision-making authority, either through election or appointment, receive conflicting demands from colleges and universities, public school officials, taxpayers, parents, and other interested groups. Sorting out the people and processes that ultimately impact on policy development is a very complex procedure. All of us need all the help we can get in attempting to explain educational policy development. This is where policy process models fit in. Policy models can help us identify categories and matrices that force us to ask probing questions that frequently can yield some results regarding the actors and activities that are <u>really</u> involved in policy development. Good policy models can also focus our attention on problems

and issues that will generate policies in the future. Thus, they can be helpful in predicting future trends in policy development.

Our presentation will be organized in the following manner:

1. A brief description will be given of a policy process model that brings together some systems theory, some process theory, and some policy product theory as all these relate to educational policy development.
2. The major components of the South Carolina Educator Improvement Act which is currently being implemented will be reviewed.
3. The policy process model will be used to analyze the political actors and activities that were involved in developing policy on selected components of the Act.
4. Finally, with your input regarding pressing teacher education and certification problems in your state, we hope to illustrate how a policy process model can be used to predict future trends in teacher education and certification policy.

DESCRIPTION OF POLICY PROCESS MODEL

Accounting for all of the activities and people that have some influence over public policy development in an open democracy is a very complex task. We all learned in civics classes that we give authority to formal segments of government to develop policies to deal with various types of public problems. As we get older and assume more professional, civic, social and economic responsibility, our experiences indicate to us that informal interest groups, even though they have no legitimate decision making authority, exert considerable influence over the policies that are legitimized by the legislative, executive, judicial or administrative branches of

government.

The complexities of educational policy development is even greater due to the extent of the population served by public schooling institutions, the perceived value of education in our society, and the different levels and branches of government that are involved in educational policy development. Sorting out all the people and activities that determine who gets what, when, where, and how in educational services is indeed a burdensome task. This reality, however, should stimulate educational professionals to examine the best possible ways to account for the policy solutions that we live and work by in our respective institutions.

A review of literature that has evolved in the area of policy studies over the last two decades reveals considerable interest in the use of policy models as helpful tools to explain policy development. It appears possible to classify these models into some general categories. There are models that emphasize the interaction of formal/informal institutional systems within given political environments.

Other models are based on the hypothesis that policy development is processual in nature. These models assume that there are patterns and recurring sequences which can be used to analyze the processes typically involved in policy development. These steps and stages of policy development can be identified and delimited even though in reality the categories may overlap or be articulated differently in different political environments.

Other models have been developed to analyze the <u>products</u> or <u>outcomes</u> of policy processes. Typical categories of these policy

outcomes are: (1) structural policies that create guidelines and heirarchies; (2) regulative policies that regulate activities and behaviors; (3) allocative policies that regulate resources or benefits; and (4) redistributive policies that redistribute either power or resources.

Having reviewed these different types of policy models, we have concluded that it might be possible to assemble a model that utilizes some of the best ideas of all of these different approaches to policy development. That model is outlined on the following page.

This model contains a broad range of categories and matrices that can be used to generate questions that must be raised in the analysis of any type of public policy. The model recognizes that both formal and informal systems interact in given political environments to produce public policy.

The model also assumes that there identifiable steps or processes that typically take place in the development of almost any type of public policy. It should be observed that there may be unique activities by either informal or formal political systems in each of the stages of policy development. For example, only formal political systems have the authority to legitimize a policy solution. On the other hand any type of political system may be involved in the pre-legitimization stages of policy development. Professional groups can frequently exert their greatest clout in the application of policy and in the identification of problems that need to be addressed as a result of applying the policy.

The model also describes the typical policy process result for each of the stages of policy development. It is also assumed that some type of classification of policy effect would be helpful

in the analysis of a given policy.

These presenters theorize that such a comprehensive model could be especially helpful in analyzing emerging policy relating to teacher education and certification. A brief overview of the South Carolina Educator Improvement Act follows. The policy process model will then be used to analyze the development and application of selected segments of that law in South Carolina.

POLICY MODEL

SYSTEM(S)	PROCESS	PROCESS OUTPUT	POLICY EFFECT
FORMAL Administrative Executive Judicial Legislative	PROBLEM IDENTIFICATION	Defining problem for policy action	
	PROBLEM FORMULATION	Shaping course of policy action	
	LEGITIMIZATION	Adopting policy in form that complies with legal standards	Structural Allocative Regulatory Redistributive
INFORMAL Professional Groups Civil Rights Group Taxpayer Groups Other Interest Groups Ad Hoc Groups	APPLICATION	Implementation of policy according to legal standards	
	EVALUATION	Judging effects of application of policy	
	AUGMENTATION	Reshaping or extending policy to fit new circumstances or demands	

SOUTH CAROLINA EDUCATOR IMPROVEMENT ACT

The South Carolina Training, Certification and Evaluation of Public Educators law is a comprehensive legislative endeavor to upgrade public education in South Carolina. The stated intent of the legislation is as follows:

> (a) Upgrade the standards for educators in this state in a fair, professional and reasonable manner.
> (b) Assure that prospective teachers have basic reading, mathematics and writing skills.
> (c) Improve the educator training programs and the evaluation procedures for those programs.
> (d) Insure that prospective teachers know and understand their teaching areas and are given assistance toward the achievement of their potential.
> (e) Enable the use of evaluation standards that will aid in determining whether beginning teachers can apply fundamental teaching skills in the classroom.[1]

The implementation of the law required that various groups carry out specified functions. The State Board of Education, the Commission on Higher Education, the State Department of Education and a newly created group called the Educator Improvement Task Force were the major groups given responsibilities under this legislation.

An Educators Entrance Examination was developed, tested and is now required of all students preparing to teach. The test results must be reported in a manner that indicates the strengths and weaknesses of the student. No student can be admitted to an approved teacher education program without a passing score on this examination. A student can take the examination three times. All teacher education students must complete a full semester of student teaching. A full semester has been interpreted to mean

---

[1] 1982 Cumulation Supplement to School Laws of South Carolina Chapter 26, 59-26-20 pg. 61.

a minimum of 60 full days of student teaching. During student teaching the student must be evaluated a minimum of three times using an assessment instrument developed by the Task Force. Each person using the instrument must have passed reliability training in the use of the instrument.[2] The standards for approval of teacher education programs must include the use of the basic skills test described and a full semester of student teaching. In addition, visiting teams utilized for accreditation purposes must include public school teachers, administrators and higher education faculty and they must have attended training programs.

The law mandates the use of National Teacher Subject Area Examinations. The scores on the examination must be reported in a manner that will indicate strengths and weaknesses of the student. Subject area examinations were mandated to be developed in those subjects not covered by the NTE.

A contract system was developed that includes a mandated one-year contract for the first year. Re-employment for a second year can only be achieved after successful evaluation of classroom teaching through the use of the APT instrument at least three times, with three different observers all of whom have passed reliability training in the use of the instrument. The complete contract system is outlined in the appendix.[3] The evaluation must indicate strengths and weaknesses and a system of development must be available.

---

[2]The instrument referred to is called the Assessment of Performance in Teaching and will be referred to as the APT in additional references to it.

[3]Appendix pg. II

Additionally the law requires re-certification work for education professionals to be in areas relevant to their work. Much of the work of implementing this law was delegated to a group called the Educator Improvement Task Force. The make-up of this group is described in the Appendix on page 8.

USING A POLICY PROCESS MODEL TO ANALYZE THE DEVELOPMENT AND APPLICATION OF THE EDUCATOR IMPROVEMENT ACT IN SOUTH CAROLINA

The development of the Educator Improvement Act is now history. Provisions of the Act are now being implemented. Evaluations resulting from the implementation of the new policies associated with the Act are already generating demands for change and augmentation.

Selected components of this rather broad legislation on teacher education and certification have been chosen to illustrate the systems, processes and products that were part of the development and application of this legislation. The authors have attempted to review the important political systems that were involved in each step of the policy process, the evolutionary nature of the policy in question, and the prospects for changes in the policy resulting from the implementation and evaluation of the Educator Improvement Act.

POLICY

BASIC SKILLS TEST FOR UNDERGRADUATE EDUCATION MAJORS

POLICY SYSTEMS	POLICY PROCESS	POLICY EFFECT
Legislature Administrative Groups Professional Groups PTA Groups Ad Hoc Interest Groups	1. Problem Identification - Lack of Basic Skills Among Beginning Teachers a. Varying perceptions concerning problem b. Varying evidences presented	
Legislative Administrative College and University officials Professional Groups Ad Hoc Groups	2. Problem Formulation - how to shape a solution a. Social, economic, technical, professional considerations b. Possible solutions: use of SAT; require core of basic skills courses; demonstrate proficiency c. Develop Basic Skills Test for prospective teachers	
Legislature	3. Problem Solution - Educator Entrance Exam (EEE) required for admission into teacher education	Structural - who will do what, when, where, how Regulative - who can do what, when, where, how Allocative - who gets what, when, how

Continued

Administrative Legislative Task Force State Department Colleges and Universities	4. Policy Application a. Who would develop tests b. Who would set standards c. Who would administer tests	
Legislature State Board State Department Colleges and Universities	5. Policy Evaluation - is policy having desired effect on upgrading basic skills of teacher education candidates a. perceptions b. evidences	
Legislature State Board Colleges and Universities	6. Policy Augmentation a. Restructure basic skills tests b. Restructure test standards	Regulative? Allocative? Redistributive? Structural?

POLICY

REQUIRE ONE SEMESTER OF STUDENT TEACHING AND STATE MANDATED SYSTEM OF STUDENT TEACHER EVALUATION

POLICY SYSTEMS	POLICY PROCESS	POLICY EFFECT
Legislative Administrative Professional Groups Colleges and Universities	1. Problem Identification - Insufficient time allocated for student teaching a. varying perceptions b. varying evidences	
Legislative Administrative Professional Groups Colleges and Universities	2. Problem Formulation - shaping a solution (academic, economic, administrative, professional, considerations)	
Legislative	3. Problem solution - require one semester of student teaching with state mandated student teacher evaluation system	Structural - who will do what, when, where, how Regulative - who can do what, when, where, how Allocative - who gets what, when, how
Legislative Task Force Attorney General Colleges and Universities Public School Teachers and Administrators State Board State Department	4. Policy Application a. How do you define one semester? b. Which competencies should be evaluated? c. How do you maintain reliability in use of evaluation instrument? d. Who should be involved in evaluation? e. Where do you set the minimum standards?	

Legislative State Board Colleges and Universities Public School Teachers and Administrators Professional Groups	5. Policy Evaluation - Is the Policy having the desired outcome? a. More competent beginning teachers b. More systematic evaluation system for student teachers c. Are evaluation instruments valid? d. Do standards need adjusting? e. Do public schools have a more meaningful role in the training of teachers?	
Legislative State Board Colleges and Universities Public School Teachers and Administrators	6. Policy Augmentation	Allocative? Regulative? Structural? Redistributive?

POLICY

REQUIRE PASSING SCORE ON NTE SUBJECT AREA EXAM

POLICY SYSTEMS	POLICY PROCESSES	POLICY EFFECTS
Lesislative State Board Judicial Administrative Groups Civil Rights Groups Teacher Groups	1. Problem Identification a. How to judge competence in subject area preparation b. How to eliminate discriminatory aspects of previous uses of NTE tests	
Legislature State Board Judicial Task Force Administrative Groups Civil Rights Groups Teacher Groups Colleges and Universities	2. Problem Formulation - how to shape a solution a. Social, economic, professional, technical considerations b. How to develop a solution that discriminates (on merit) but is not discriminatory c. How to have a testing program that is related to professional training	
Legislature	3. Policy solution - require use of available NTE subject area exams and development of new tests	Structural - who will do what, when, where, how Regulative - who can do what, when, how Allocative - who gets what, when, how

Task Force State Board Colleges and Universities Professional Testing Companies	4. Policy Application a. Require subject area NTE tests b. Development of professional area tests c. Set score standards	
State Board Colleges and Universities Teacher Groups Administrator Groups Judiciary Legislature	5. Evaluation - judging the effects of policy a. Are tests related to professional training? b. How to deal with variations in score standard c. Are subject area tests less discriminatory? d. How to balance selectivity with adequate supply of teachers	
Legislature State Board	6. Policy Augmentation	Allocative? Regulative? Redistributive? Structural?

POLICY

ESTABLISHMENT OF A STATE WIDE SYSTEM OF EVALUATION OF EXPERIENCED TEACHERS TIED TO A DIFFERENTIATED SYSTEM OF TEACHER CONTRACTS

POLICY SYSTEMS	POLICY PROCESS	POLICY EFFECT
Legislative State Board State Department Professional Groups Local School District Personnel Judicial	1. Problem Identification a. How do you evaluate the competency of experienced teachers? b. How do you relate the evaluation of experienced teachers to the allocation and regulation of benefits associated with different types of contracts?	
Legislative State Board State Department Professional Groups Local School District Personnel Judicial	2. Problem Formulation - shaping a solution (Professional, economic, administrative, legal considerations)	
Legislative	3. Problem Solution - require a system of evaluation tied to types of contracts and make progression in contracts contingent on successful evaluations	Structural - who will do what, when, where, how Regulative - who can do what, when, where, how Allocative - who gets what, when, how

State Board State Department Local District Personnel Professional Groups Judiciary	4. Policy Application a. What should be evaluated? b. Who should be involved in evaluation? c. What standards should be set? d. How do you acieve reliability and validity? e. How do you protect recognized rights and interests?	
Legislative State Board State Department Local District Personnel Professional Groups Judiciary	5. Policy Evaluation a. Did the policy result in greater competency and efficiency among experienced teachers? b. Did application of the policy establish a means to deal with incompetency? c. How should the evaluation instruments be changed? d. Should standards be reevaluated? e. How did the evaluation system affect teacher/administrator morale?	
Legislative 27	6. Policy augmentation	Regulative? Allocative? Redistributive? Structural? 28

USING A POLICY PROCESS MODEL TO PREDICT FUTURE TRENDS IN TEACHER EDUCATION AND CERTIFICATION POLICY

John Dewey's obervation that public policy always result from recognition and perceptions of problems can be lauded for its accuracy. Even casual observers would have to admit a current abundance of perceptions of problems concerning teacher education and certification. Furthermore, the recognition and definition of these problems by a broader spectrum of participants in the political system suggests that the prospects for change in this area of policy are indeed great.

From the recent reports issued by governmental bodies, foundations, etc., one can detect the perceptions about solutions to these problems are already being formulated into a variety of policy options. Many of these options are already being submitted for legitimization by legislative bodies in many states.

Teacher educators need to analyze the stage of development that currently prevails in their state regarding the potential changes in teacher education and certification policy. This type of analysis is crucial as a basis for deciding action to influence the direction of both policy formulation and legitimization in their respective state.

USING POLICY PROCESS MODEL TO PREDICT FUTURE
TRENDS IN TEACHER EDUCATION AND CERTIFICATION

POLICY SYSTEMS	POLICY PROCESS	POLICY EFFECTS
<u>Formal</u> Federal Officers State Governors State Legislatures State Boards <u>Informal</u> Foundations Business Groups Professional Groups	1. Problem Identification a. Inadequate supply of teachers b. Best students not choosing teaching c. Loss of professional status - recognition d. Competition for math and science teachers e. Need for additional evaluation of all teachers f. Poor quality of professional training in Departments and Colleges of Education g. Teachers need more thorough preparation in academic disciplines h. Profession needs restructuring i. Inservice programs must be improved	
<u>Formal</u> Federal Officers State Governors State Legislatures State Boards <u>Informal</u> Foundations Business Groups Professional Groups	2. Problem Formulation	

BIBLIOGRAPHY

Easton, David. A Systems Analysis of Political Life. New York: John Wiley and Sons, Inc., 1965.

Jones, Charles O. An Introduction to the Study of Public Policy. Belmont, California: Wadsworth Press, 1970.

Schneier, Edward V. (ed.). Policy Making in American Government. New York: Basic Books, 1969.

Wirt, F.M., Krist, M.W. Schools in Conflict. Berkeley, California: McCutchen Pub. Corp. 1982.

APPENDIX

AN ANALYSIS OF ACT #187 TO PROVIDE FOR THE TRAINING, EMPLOYMENT AND EVALUATION OF PUBLIC EDUCATORS

Prepared by the South Carolina Department of Education

August 1979

PART I

DEFINITION OF TERMS

1. Provisional Contract - A one year nonrenewable teaching contract.

2. One Year Annual Contract - A one year renewable teaching contract.

3. Continuing Contract - A teaching contract which is automatically renewed for an indefinite period. Teachers have full procedural rights that exist under law relating to employment and dismissal (Article 5, Chapter 25 of Title 59, and Article 3, Chapter 19 of Title 59, Code of Laws of South Carolina).

4. Basic Skills Examination - An examination in reading, writing and mathematics used in determining whether students qualify for admission into an undergraduate teacher education program.

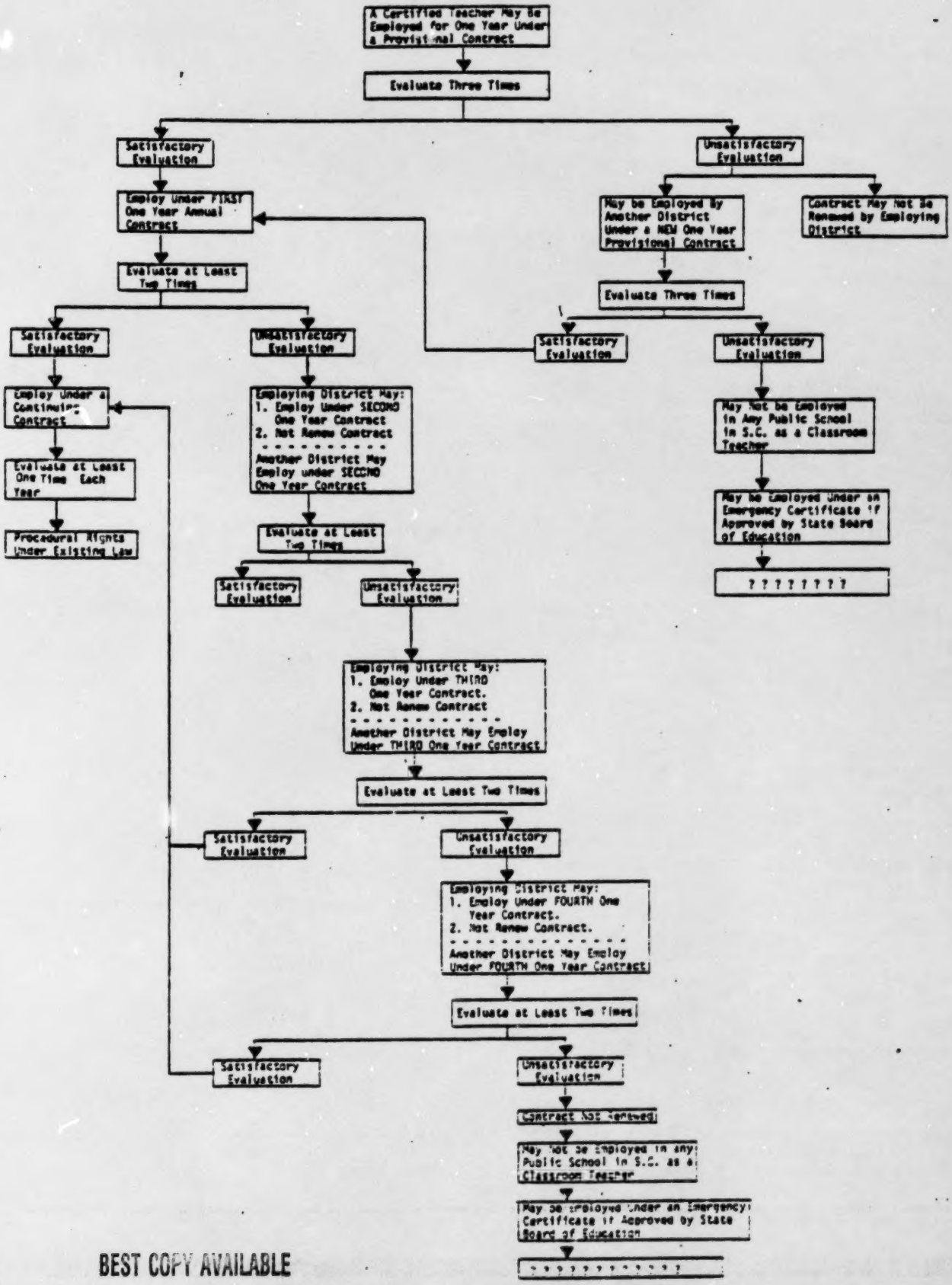
5. Evaluation Instrument - An instrument used by colleges and universities to evaluate a student teacher.

6. South Carolina Teaching Examinations - Teaching area examinations used for certification purposes.

7. Observational Instrument - An instrument used by the local school districts to evaluate a teacher during the provisional year of teaching.

8. Criteria for Evaluation Instrument - Criteria established by the State Board of Education for an acceptable evaluation instrument to be used by school districts to evaluate persons who are teaching under annual and continuing contracts.

FLOW CHART
TEACHER EMPLOYMENT AND EVALUATION


A Certified Teacher May Be Employed for One Year Under a Provisional Contract
Evaluate Three Times
Satisfactory Evaluation
Unsatisfactory Evaluation
Employ Under FIRST One Year Annual Contract
May be Employed By Another District Under a NEW One Year Provisional Contract
Contract May Not Be Renewed by Employing District
Evaluate at Least Two Times
Evaluate Three Times
Satisfactory Evaluation
Unsatisfactory Evaluation
Satisfactory Evaluation
Unsatisfactory Evaluation
Employ Under a Continuing Contract
Employing District May:
1. Employ Under SECOND One Year Contract
2. Not Renew Contract
Another District May Employ under SECOND One Year Contract
May Not be Employed in Any Public School in S.C. as a Classroom Teacher
Evaluate at Least One Time Each Year
Evaluate at Least Two Times
May be Employed Under an Emergency Certificate if Approved by State Board of Education
Procedural Rights Under Existing Law
Satisfactory Evaluation
Unsatisfactory Evaluation
????????
Employing District May:
1. Employ Under THIRD One Year Contract.
2. Not Renew Contract
Another District May Employ Under THIRD One Year Contract
Evaluate at Least Two Times
Satisfactory Evaluation
Unsatisfactory Evaluation
Employing District May:
1. Employ Under FOURTH One Year Contract.
2. Not Renew Contract.
Another District May Employ Under FOURTH One Year Contract
Evaluate at Least Two Times
Satisfactory Evaluation
Unsatisfactory Evaluation
Contract Not Renewed
May Not be Employed in any Public School in S.C. as a Classroom Teacher
May be Employed Under an Emergency Certificate if Approved by State Board of Education
??????????

BEST COPY AVAILABLE

PART III

A LISTING OF RESPONSIBILITIES ASSIGNED TO BOARDS, AGENCIES, SCHOOL DISTRICTS AND INDIVIDUALS

Explanation

Column 1 - Section and page number
Column 2 - Responsibilities
Column 3 - Effective Dates

Starting: (a) When starting date is designated as "Now" responsibility must be completed within a reasonable and appropriate time frame.

(b) When a specific date is cited the responsibility must be completed and in place by that date.

Ending: (a) When ending date is designated as "Continuous" responsibility is ongoing.

(b) When a specific date is cited the responsibility will be terminated on that date.

1 SECTION & PAGE NO.	2 RESPONSIBILITIES	3 EFFECTIVE DATES Starting	Ending
	THE STATE BOARD OF EDUCATION through the STATE DEPARTMENT OF EDUCATION and the COMMISSION ON HIGHER EDUCATION SHALL:		
2 (a) pg.1	Develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate education training programs.	Now	Continuous
2 (b) pg.2	Adopt policies and procedures which result in visiting teams with a balanced composition of teachers, administrators and higher education faculties.	Now	Continuous
2 (c) pg.2	Establish program approval procedures which shall assure that all members of visiting teams have attended training programs in program approval procedures within two years prior to service on such teams.	Now	Continuous
2 (d) pg.2	Render advice and aid to departments and colleges of education concerning their curricula, program approval standards and results on the examinations provided for in this act.	7/1/81	Continuous
2 (e) pg.2	Adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students successfully complete the basic skills examination before final admittance into the undergraduate teacher education program.	7/1/81	Continuous
2 (f) pg.2	Administer the basic skills examination provided for in this section two times per year.	7/1/81	Continuous
2 (g) pg.2	Report the results of the examination to the colleges, universities and student. A form must be developed for this purpose.	7/1/81	Continuous
2 (h) pg.2	Adopt program approval standards so that all colleges and universities in this State that offer undergraduate degrees in education shall require that students pursuing courses leading to teacher certification successfully complete one semester of student teaching.	7/1/81	Continuous
2 (i) pg.2	Adopt program approval standards whereby each student teacher shall be evaluated at least three times by a representative of the college or university in which the practice teacher is enrolled. (Evaluation instrument will be developed by Project).	7/1/81	Continuous

1 SECTION & PAGE NO.	2 RESPONSIBILITIES	3 EFFECTIVE DATES Starting	 Ending
	THE STATE BOARD OF EDUCATION through the STATE DEPARTMENT OF EDUCATION and the COMMISSION ON HIGHER EDUCATION SHALL: (continued)		
2 (i) pg.3	All observers (colleges or university representatives) who use the evaluation instrument shall receive reliability training.	7/1/81	Continuous
2 (j) pg.3	Cooperate with the special project and the Educator Improvement Task Force.	Now	7/1/82
	THE STATE BOARD OF EDUCATION SHALL:		
3 (a) pg.3	Establish a special project under the director who is employed by the Educator Improvement Task Force.	Now	7/1/82
3 (b) pg.3	Delegate responsibilities to the director that shall include but not be limited to: (1) Develop or select basic skills examination. (2) Develop or select South Carolina Teaching Examinations. (3) Develop an observational instrument to be used by the local school district to evaluate a teacher during his provisional year. (4) Report to Educator Improvement Task Force. (5) Submit all major questions to Educator Improvement Task Force. (6) Develop a training program for observer reliability in using the observational instrument and develop policies and procedures to insure that all observers who use the observational instrument have had reliability training. (7) Develop an evaluation instrument to be used by colleges and universities to evaluate all student teachers.	Now	7/1/82
3 (b)(1) pg.3	Set the passing score on the basic skills examination with the Educator Improvement Task Force.	7/1/81	Continuous
3 (c) pg.5	Cause the basic skills examination, the teacher evaluation instrument and the teaching examinations to be administered.	7/1/81	Continuous
3 (c) pg.5	Report the results of the teaching examinations (area examinations and common examinations) to the student.	Now	Continuous

1 SECTION & PAGE NO.	2 RESPONSIBILITIES	3 EFFECTIVE DATES Starting	 Ending
	THE STATE BOARD OF EDUCATION SHALL: (continued)		
3 (e) pg.5	Report to each teacher training institution in the State the performance of the institution's graduates on the teaching examinations.	Now	Continuous
3 (f) pg.5	Award a teaching certificate to any person who successfully completes the scholastic requirements for teaching at an approved college or university and the examination he is required to take for certification purposes.	Now	Continuous
3 (g)(1) pg.5	Establish procedures whereby all persons who teach with provisional contracts shall receive special assistance in carrying out their duties.	7/1/81	Continuous
3 (g)(2) pg.5	Establish a staff development program for persons who teach with provisional contracts.	7/1/81	Continuous
3 (g)(3) pg.5	Establish a procedure whereby each provisional teacher shall be evaluated at least three times each by a representative of the school district. (Evaluation instrument will be developed by project).	7/1/81	Continuous
3 (g)(3) pg.5	Provide reliability training for all observers who use the instrument. (Training program, policies and procedures will be developed by project).	7/1/81	Continuous
3 (h) pg.5	Establish criteria for an acceptable evaluation instrument to be used by school districts to evaluate persons who are teaching under annual and continuing contracts.	7/1/82	Continuous
3 (i) pg.5	From the effective date of this act, use the specific teaching area examinations of the National Teacher Examinations for certification purposes. The qualifying scores on the area examinations shall be set at the same level at which they are now set.	Now	Continuous
3 (i) pg.5	In an area in which an area teaching examination of the National Teacher Examinations is not available, use the teaching examinations developed by project.	7/1/81	Continuous
3 (i) pg.6	Use the Common Examinations of the National Teacher Examination for certification in those areas in which area teaching examinations of the National Teacher Examinations are not available. The qualifying score on the common examinations shall be set at the same level at which it is now set.	Now	7/1/81

1 SECTION & PAGE NO.	2 RESPONSIBILITIES	3 EFFECTIVE DATES Starting	 Ending
	THE STATE BOARD OF EDUCATION SHALL: (continued)		
3 (j) pg.6	Establish procedures whereby each school district shall periodically evaluate in the classroom all certified personnel whose duties include teaching in the classroom.	Now	Continuous
3 (k) pg.6	Establish and promulgate regulations and procedures whereby course credits that may be applied to the recertification requirements of all public school teachers are earned in courses that are relevant to the area in which the teacher is recertified.	Now	Continuous
3 (l) pg.6	Provide appropriate office space, equipment and supplies to the Educator Improvement Task Force.	Now	7/1/82
3 (m) pg.6	Provide for the security and integrity of the tests that are administered under the certification program.	Now	Continuous
4 para.3 pg.7 4 para 5 pg.8	Approve employment of teachers who do not meet the requirements of Section 4 of this act under emergency certificates in extraordinary circumstances.	7/1/81	Continuous
5 (a) pg.9	Advise the State Superintendent of Education and consent to his appointment of six members to the Educator Improvement Task Force.	Now	7/1/82
5 (c)(4) pg.10	Confer periodically with the Educator Improvement Task Force and approve or disapprove the implementation plan developed by the Educator Improvement Task Force.	Now	7/1/81
5 (c)(6) pg.10	Receive advice from the Educator Improvement Task Force concerning actions that may be needed to upgrade teacher training programs or otherwise facilitate progress toward achieving the intent of this act.	Now	7/1/82
	THE PROJECT DIRECTOR SHALL:		
3 (a) pg.3	Employ staff and consultants as necessary to fulfill the mandates of this act.	Now	7/1/82
3 (b)(1) pg.3	Develop or select a basic skills examination in reading, writing and mathematics that is suitable for determining whether students should be fully admitted into an undergraduate teacher education program.	Now	7/1/81

1 SECTION & PAGE NO.	2 RESPONSIBILITIES	3 EFFECTIVE DATES Starting	Ending
	THE PROJECT DIRECTOR SHALL: (continued)		
3 (b)(2) pg.3	Develop or select South Carolina Teaching Examinations that can measure the cognitive teaching area competencies desired for initial job assignments. The Teaching Examinations shall be developed or selected only for those areas in which area examinations of the National Teacher Examinations are not available.	Now	7/1/81
3 (b)(3) pg.4	Develop an observational instrument to be used by the local school district to evaluate a teacher during his provisional year of teaching.	Now	7/1/81
3 (b)(4) pg.4	Report at least once a month to the Educator Improvement Task Force and provide advice and assistance.	Now	
3 (b)(5) pg.4	Submit all major questions to the Educator Improvement Task Force for decision or to the Task Force Chairman for advice.	Now	
3 (b)(6) pg.4	Develop a training program for observer reliability in using the observational instrument.	Now	7/1/81
3 (b)(6) pg.4	Develop policies and procedures to insure that all observers who use the observational instrument have had the reliability training prior to use of the evaluation instrument.	Now	7/1/81
3 (b)(7) pg.4	Develop an evaluation instrument to be used by colleges and universities to evaluate all student teachers.	Now	7/1/81
	THE EDUCATOR IMPROVEMENT TASK FORCE SHALL:		
3 (b)(1) pg.3	Set the passing score on the basic skills examination with the State Board of Education.	7/1/81	7/1/82
3 (b)(5) pg.4	Make decisions on all major questions submitted by project director.	Now	7/1/82
5 (a) pg.9	Elect a permanent chairman after six months.		
5 (a) pg.9	Receive mileage, per diem and subsistence.		
5 (b) pg.10	Elect officers and adopt by-laws as deemed necessary.		

1 SECTION & PAGE NO.	2 RESPONSIBILITIES	3 EFFECTIVE DATES Starting	Ending
	THE EDUCATOR IMPROVEMENT TASK FORCE SHALL: (continued)		
5 (c)(1) pg.10	Employ project director.	Now	7/1/82
5 (c)(2) pg.10	Exercise supervision over the special project to insure that the intent of this act is carried out.	Now	7/1/82
5 (c)(3) pg.10	Seek input from the public and other state agencies concerning the implementation of this act.	Now	7/1/82
5 (c)(4) pg.10	Confer periodically with the State Board of Education and submit a final report to the Board concerning the implementation of this act.	Now	7/1/81
5 (c)(5) pg.10	Report to the Governor, the State Board of Education, the Chairman of the Senate Education Committee, and the Chairman of the House Education and Public Works Committee by March 1, 1980, and annually thereafter, on the status of the implementation of this act.	3/1/80	7/1/82
5 (c)(6) pg.10	Provide advice to the Board of Education and Commission on Higher Education concerning actions that may be needed to upgrade teacher training programs or otherwise facilitate progress toward achieving the intent of this act. Such advice shall include a determination of the minimum financial support per provisional and annual contract teacher that should be provided to local school districts by the General Assembly to compensate the districts for the additional duties imposed upon them by the provisions of this act.	Now	7/1/82
	THE SCHOOL DISTRICTS SHALL:		
3 (j) pg.6	Periodically evaluate in the classroom all certified personnel (teachers under annual and continuing contracts, see 3(h)) whose duties include teaching in the classroom.	7/1/81	Continuo
4 pg.6	Employ a person who receives a teaching certificate under a nonrenewable provisional contract.	7/1/81	Continuo
4 pg.7	Comply with procedures and requirements of State Board of Education relating to aid, supervision and evaluation of persons under provisional contracts.	7/1/81	Continuo

1 SECTION & PAGE NO.	2 RESPONSIBILITIES	3 EFFECTIVE DATES Starting	Ending
	THE SCHOOL DISTRICTS SHALL: (continued)		
4 pg.7	Pay all teachers working under a provisional contract at least the beginning salary on the state minimum salary schedule.	7/1/81	Continuous
4 pg.7	Evaluate all provisional teachers at least three times using the evaluation instrument (observational instrument) developed by the project. The results of a teacher's evaluation shall be provided to the teacher in writing. Give provisional teachers appropriate advice and assistance to help remedy any deficiencies that are detected by the three required evaluations.	7/1/81	Continuous
4 pg.7	Review the evaluations at the end of the provisional contract period to determine if the provisional teacher has performed at the level required by the evaluation instrument.	end of 81-82 school year	Continuous
4 pg.7	Not continue to employ a provisional teacher if evaluation indicates deficiency. (Another school district may employ teacher under a new one-year provisional contract).	7/1/82	Continuous
4 pg.7	Not employ a teacher who is not awarded an annual contract after being employed for two years under provisional contracts. (Employment under an emergency certificate may be approved by State Board of Education).	7/1/83	Continuous
4 pg.7	Employ a fully certified teacher who has successfully completed a one-year provisional period under a one-year annual contract.	7/1/82	Continuous
4 pg.7	Evaluate in writing, at least two times annually, a teacher employed under an annual contract, using evaluation instrument which meets the criteria established by the State Board of Education.	7/1/82	Continuous
4 pg.7	Give results of evaluation to the teacher under an annual contract and counsel him as to his strengths and weaknesses.	7/1/82	Continuous
4 pp.7-8	Use deficiencies identified by evaluations of teachers on annual contracts as a guide to the establishment of staff development programs.	7/1/82	Continuous
4 pg.8	Award a teacher a continuing contract after successful completion of a provisional year and one annual contract.	7/1/83	Continuous

BEST COPY AVAILABLE

1 SECTION & PAGE NO.	2 RESPONSIBILITIES	3 EFFECTIVE DATES Starting	Ending
	THE SCHOOL DISTRICTS SHALL: (continued)		
4 pg.8	Provide an informal hearing following the procedures as outlined in Section 4 of the act, to a teacher who is not recommended for re-employment at the end of any one-year annual contract.	7/1/83	Continuous
4 pg.8	Employ a teacher for a maximum of four years under annual contracts.	7/1/82	Continuous
4 pg.8	Not employ a teacher who is not awarded a continuing contract after four years under annual contracts. (Emergency certificates and employment may be approved by State Board of Education).	7/1/86	Continuous
4 pg.9	Award a provisional contract to a person who has completed an approved teacher training program outside this State, has passed the S.C. Teaching Examinations, and has one year or less of teaching experience.	7/1/81	
4 pg.9	Award an annual contract to a person who has completed an approved teacher training program outside this State, has passed the S. C. Teaching Examinations, and has more than one year of teaching experience.	7/1/81	
	STATE SUPERINTENDENT SHALL:		
5 (a) pg.9	Appoint six members to the Educator Improvement Task Force, with the advice and consent of the State Board of Education.	Now	7/1/82
	GOVERNOR SHALL:		
5 (a) pg.9	Appoint six members to the Educator Improvement Task Force.	Now	7/1/82
5 (a) pg.9	Meet with Chairmen of Senate Education Committee and House Education and Public Works Committee to designate temporary chairman of Task Force.	Now	Now
	SPEAKER OF THE HOUSE SHALL:		
5 (a) pg.9	Appoint two members of the House to the Educator Improvement Task Force.	Now	7/1/82

1 SECTION & PAGE NO.	2 RESPONSIBILITIES	3 EFFECTIVE DATES Starting	 Ending
	PRESIDENT OF THE SENATE SHALL:		
5 (a) pg.9	Appoint two members of the Senate to the Educator Improvement Task Force.	Now	7/1/82
	CHAIRMEN OF SENATE EDUCATION COMMITTEE AND HOUSE EDUCATION & PUBLIC WORKS COMMITTEE SHALL:		
5 (a) pg.9	Serve as members of Educator Improvement Task Force or appoint designees to serve.	Now	7/1/82
5 (a) pg.9	Meet with Governor after all appointments are made and designate temporary chairman of Educator Improvement Task Force.	Now	Now
	GENERAL ASSEMBLY SHALL:		
5 (d) pg.11	If necessary, extend implementation dates set forth in this act.	Now	
5 (d) pg.11	Extend termination date of Educator Improvement Task Force and special project to correspond to extended implementation dates.	7/1/82	
6 pg.11	Appropriate the necessary funds for the operation of the Educator Improvement Task Force.	Now	7/1/82